

2022 - 2023 ANNUAL REPORT



UTAH
SCHOOLS FOR THE
DEAF AND THE BLIND

1. Introduction and Overview

The Utah Schools for the Deaf and the Blind (USDB) has a rich heritage of providing educational services to the children of Utah who are deaf, blind, or deafblind since 1884. Specially trained staff members provide intensive services not available in the students' home community schools. Teachers are licensed and endorsed by the Utah State Board of Education and USDB is one of the few state programs in the country that provides students with comprehensive services and a full array of personalized educational settings with support for deaf or blind children from birth to age 22.

USDB was established in 1884 as a statewide educational agency tasked with providing programs and services for students who are deaf, hard of hearing, blind, low vision or deafblind. Comprehensive services are offered at our USDB campus classrooms, through outreach services in school districts or charter schools, or in a home setting for infants and toddlers. Each child in the state can access the educational services they need, wherever they are.

Consistent with Utah Code Annotated (UCA) Section [53E-8-204\(6\)\(b\)](#), USDB is required to submit this annual report to the Education Interim Committee of the Utah Legislature, including the following items:

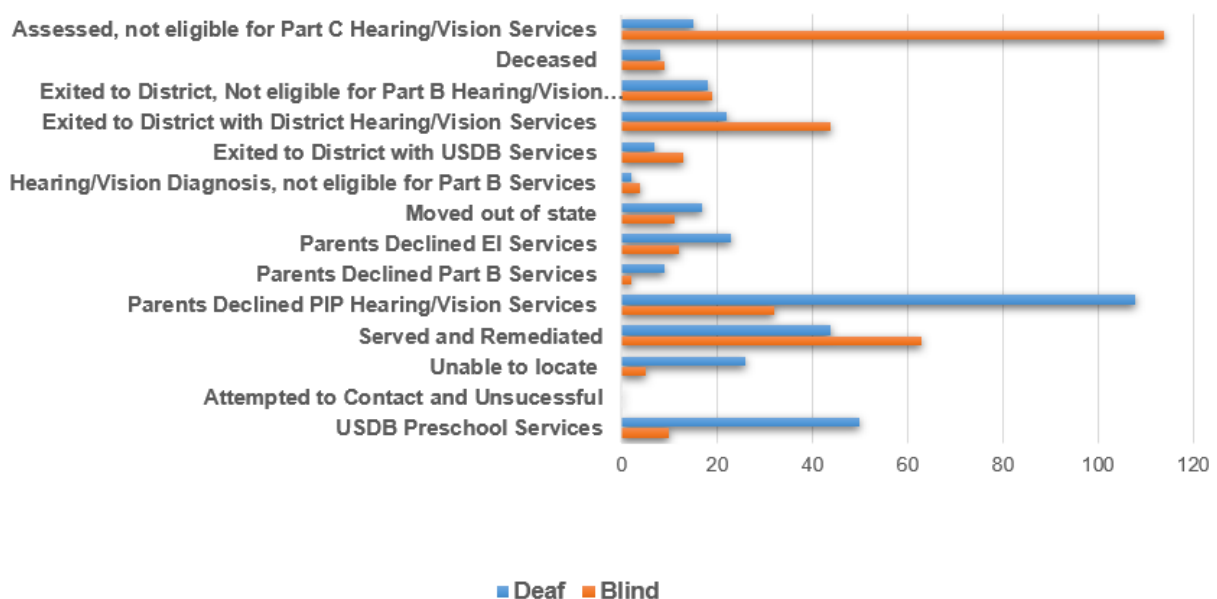
- A report on Utah Schools for the Deaf and the Blind programs and activities
- A report of student academic performance
- A financial report

Additional information about USDB programs and services beyond the required scope of this report is available online at [USDB.org](https://usdb.org).

2022-2023 Facts at a Glance

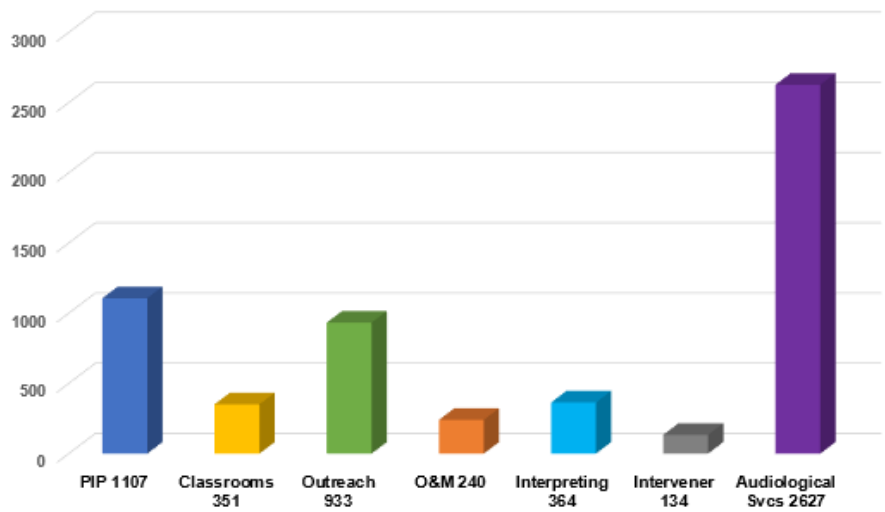
Total Students Statewide	Campus-Based Students	Total Teachers Statewide	Campus Student-Teacher Ratio	Related Service Providers	Support Staff	Administration	Economically Disadvantaged	Students with an IEP	Graduation Rate	Transportation Routes
2609	351	165	1:5	44	135	23	25%	90%	100%	86

PARENT INFANT PROGRAM EXIT DATA



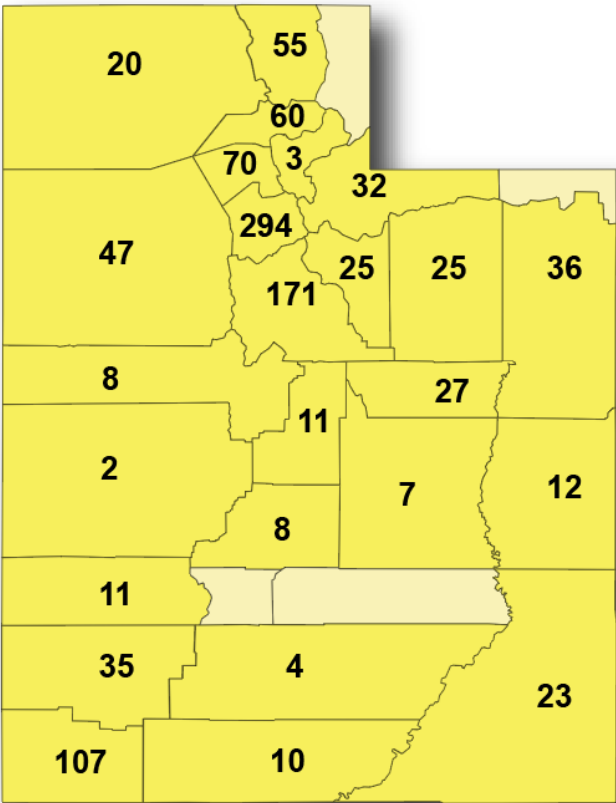
Student Demographics

TOTAL SERVICES PROVIDED STATEWIDE
5693

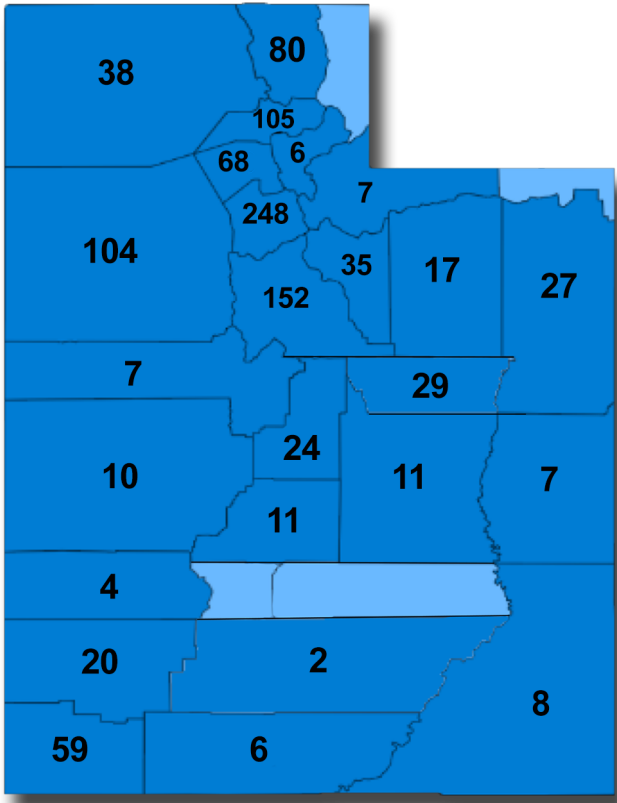


*Individual students may receive multiple services

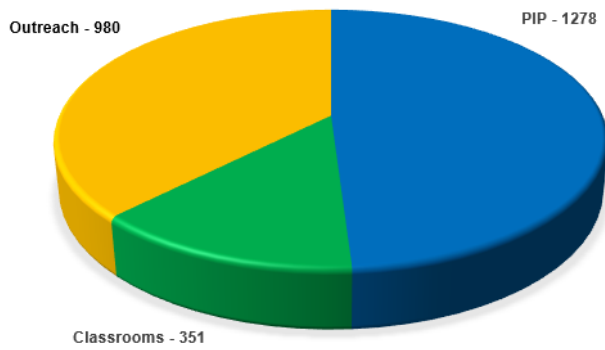
DEAF STUDENTS BY COUNTY



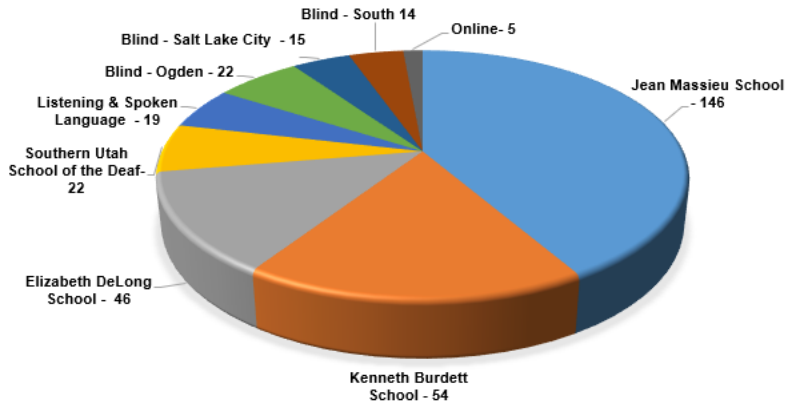
BLIND STUDENTS BY COUNTY



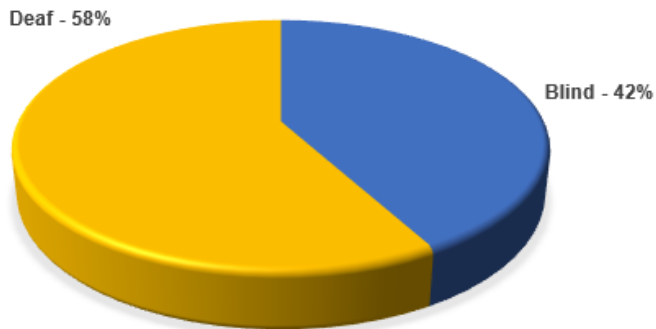
USDB ENROLLMENT BY LOCATION



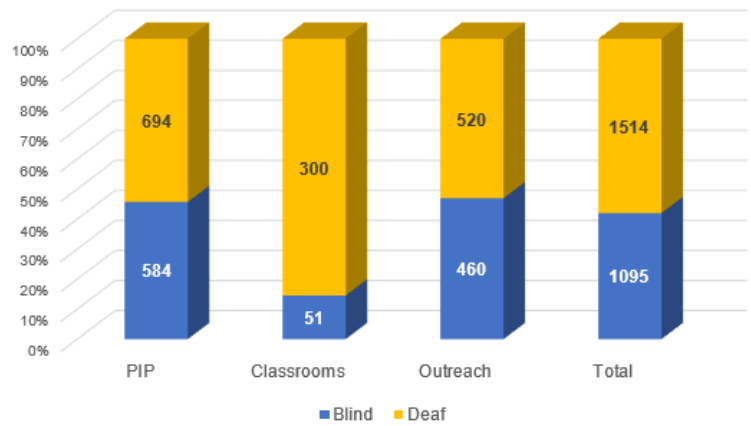
CAMPUS BASED ENROLLMENT - 351



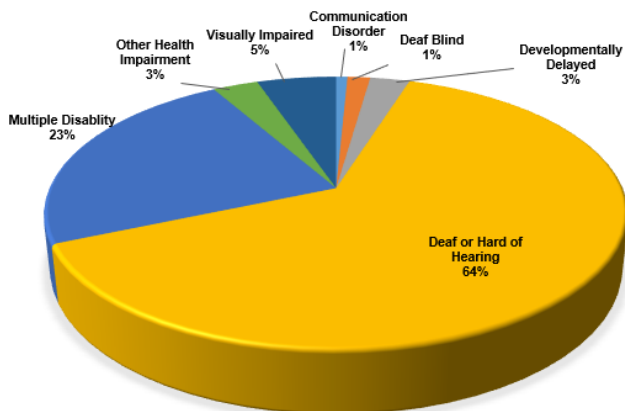
STUDENTS SERVED STATEWIDE



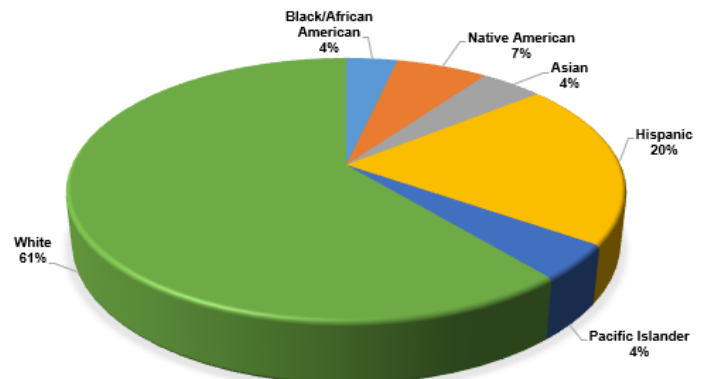
**ENROLLMENT BY PROGRAM
2609 STUDENTS**



DISABILITY CATEGORIES

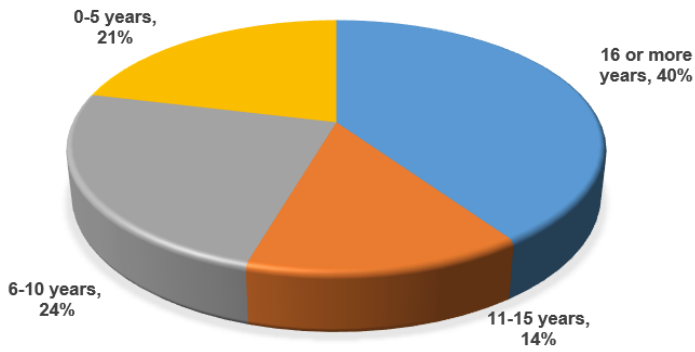


ETHNICITY

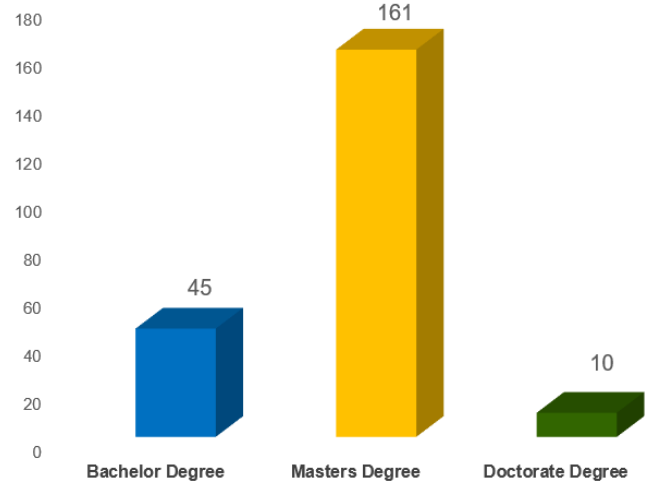


Educator Demographics

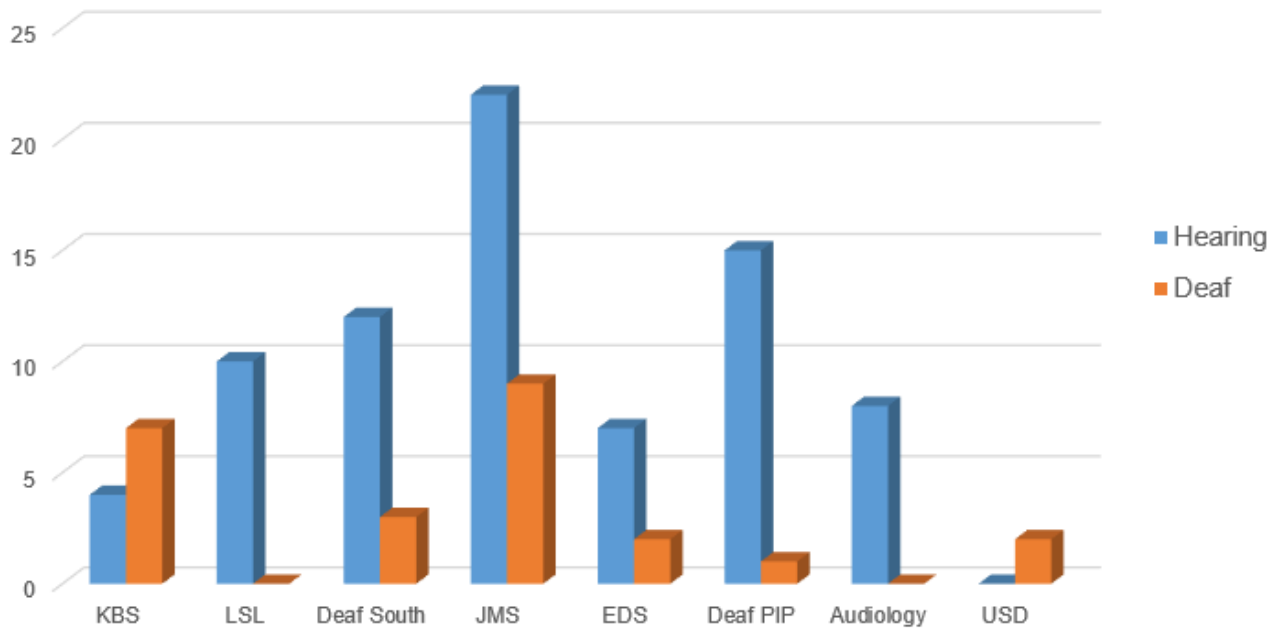
EDUCATOR YEARS OF EXPERIENCE



EDUCATOR HIGHEST DEGREE OBTAINED



SCHOOL FOR THE DEAF DEAF AND HEARING EDUCATORS



USDB programs and activities

A full description of the programs administered by the USDB Superintendent and the Associate Superintendents is located online at the following links:

- ❑ [Schools and Programs for the Deaf](#)
 - ❑ [USD Strategic Plan](#)
- ❑ [Schools and Programs for the Blind](#)
 - ❑ [USB Strategic Plan](#)
- ❑ [USDB Statewide Facilities Plan](#)

2. Student Academic Performance

- ★ [USD Portrait of a Graduate](#)
- ★ [USB Portrait of a Graduate](#)

USDB Graduation Rate

Because most students are served in their neighborhood school by USDB, the annual class of graduating seniors is quite small. During the 2022-2023 school year, 10 students graduated from USDB (9 deaf students and 1 blind student) This represented 100% of all eligible USDB students. Each graduated with a diploma or alternate diploma. No students dropped out of USDB high school during the 2022-23 school year.



3. School for the Deaf (USD)

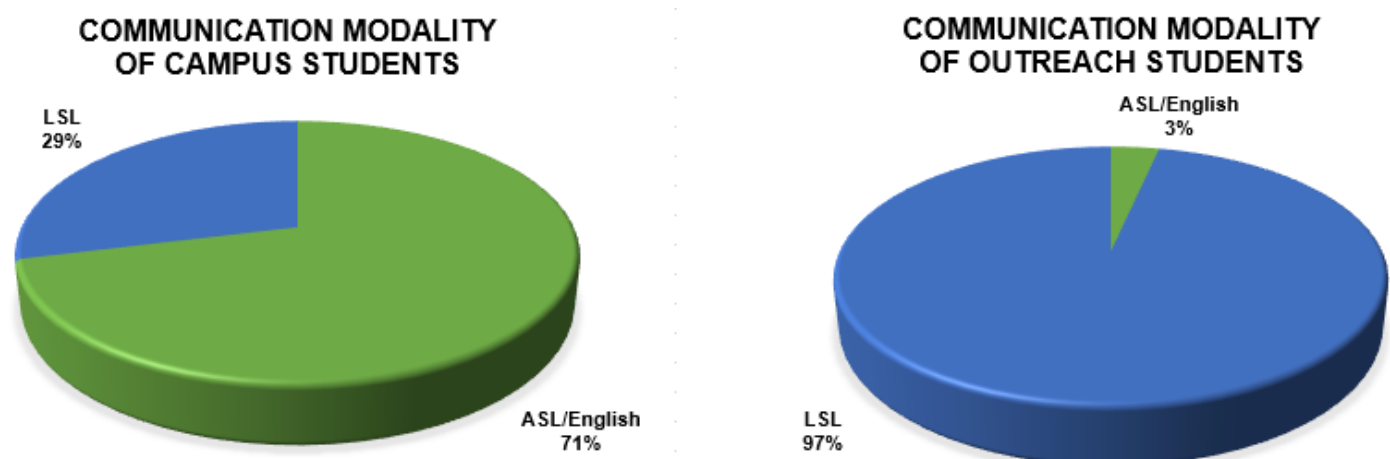
Total Deaf and Hard-of-Hearing Students is 1522
PIP (694), Classrooms (351), Outreach (520)



The Utah School for the Deaf (USD) has self-contained and magnet classrooms located within the Kenneth Burdett School (KBS), the Jean Massieu School (JMS), the Elizabeth DeLong School (EDS), the Listening and Spoken Language (LSL) program, the Southern Utah School of the Deaf (SUSD), as well as an online school. Some of these classes use a dual language approach of American Sign Language and Spoken English and others use a Listening and Spoken Language (LSL) approach.

Many students that use spoken language transition to their neighborhood school by 2nd grade and are successful in those environments due to the support they received from USD during their critical language years. Other students desire direct communication with teachers and peers as permitted in IDEA and/or they are more successful in dual language classrooms using American Sign Language and Spoken English. These students and families choose to remain within the USD campus programs. For the 2022-23 school year 300 deaf and hard of hearing students attended a campus program.

The goal for our dual language program is to develop socially well-adjusted adults that meet college and career ready standards and are successful in the world around them. Therefore, these students often maintain placement within the School for the Deaf throughout their educational career in order to receive academic instruction in their first language, promote Deaf culture and identity, and have direct communication with their teachers and peers. The chart below reflects communication preferences throughout the state in our school age programming:



Individual student progress is measured through several diagnostic and achievement assessments and statewide testing. Very few deaf students participate in alternate assessments. Students receiving itinerant services are tested as part of the district-wide assessment system. Those students attending USD campus classes were assessed individually and tracked by USD.

Students in self-contained or magnet classrooms receive services through an Individualized Education Program, 504 plan or USDB Preschool Service Plan with a focus on the Utah Core Standards. The educational program for each student is customized to meet their unique learning needs. Our students are encouraged to develop American Sign Language, spoken English, listening skills, daily living skills, vocational skills, assistive and adaptive technology training, Deaf culture, athletics, student government, and computer technology. USD monitors student growth in vocabulary, language, reading, written English, math, science, and social-emotional learning.

All students in USDB campus-based programs and magnet classrooms have access to related services. These services include speech/language development, occupational therapy, physical therapy, adaptive physical education, behavior support, counseling, orientation and mobility, appropriate educational technology for access to curriculums; audiology, and optical support.

Parent Infant Program

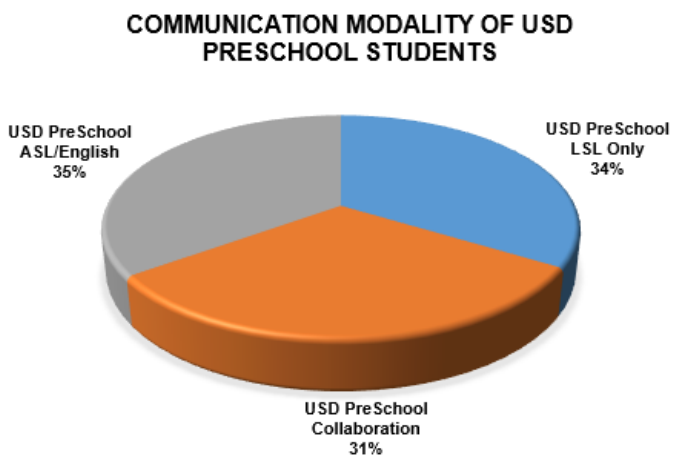


The Parent Infant Program for the Deaf and Hard of Hearing (PIPDHH) serves children who are deaf or hard-of-hearing children ages 0 to 3 and their families throughout the state of Utah. PIPDHH serves each family through collaboration with the Baby Watch Early Intervention system according to IDEA Part C federal regulations. Services are delivered through tele-intervention and home visits conducted in the family's home and in the communities where families live and work every day. The focus of each home visit is to teach the family new information, strategies, or skills that are proven to be effective in helping Deaf or hard-of-hearing children. We know how American Sign Language (ASL) and Listening and Spoken Language (LSL) enrich each other. The program supports families as they learn about both modalities. We also discuss

augmentative and tactile communication systems with families of Deaf and hard-of-hearing children with additional disabilities.

The PIPDHH works in close collaboration with the state Early Hearing Detection and Intervention Team (EHDI), the Newborn Hearing Screening Committee, and hospital staff/audiologists to follow up on children identified with potential hearing loss by newborn hearing screening and initial NICU or in-hospital screenings. Other audiology services are provided for the early intervention population through an ongoing collaboration between private medical providers and USDB-related service providers. We also receive referrals from Early Intervention programs, doctors, midwives, audiologists, and private parties.

PreSchool Placement Based On Communication Preferences



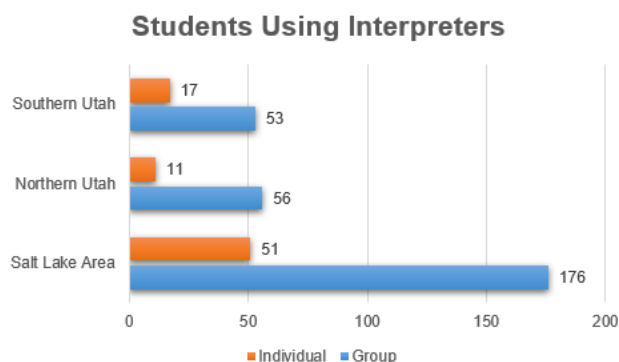
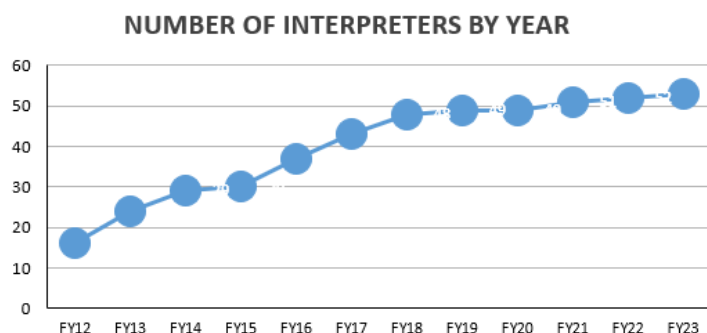
Parents can choose a variety of placement options for their deaf or hard-of-hearing students in preschool. They may choose to attend their local preschool program or one of the USD programs. The school for the deaf offers classrooms with an American Sign Language and English emphasis, a Listening and Spoken Language approach or students can spend time in both programs. This collaboration is highly beneficial for many students.



Interpreter Services

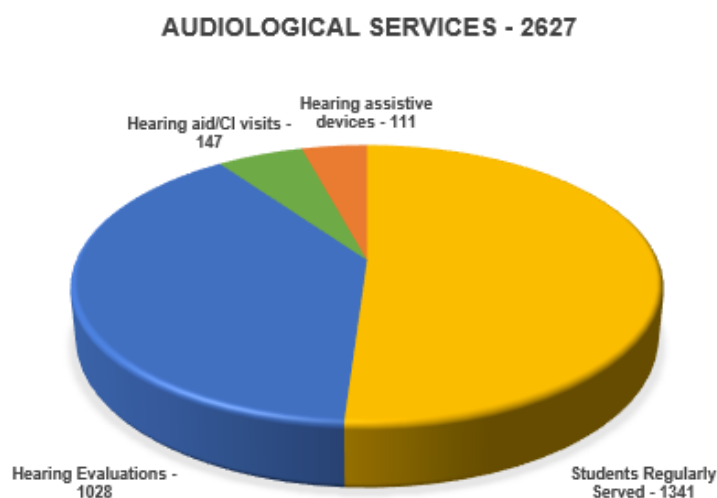
Interpreters are an integral part of the services offered to deaf and hard-of-hearing students. There has been a steady increase in the number of interpreters needed to meet the accessibility needs of students.

For the 2022-23 school year, 339 students required the services of 53 USDB interpreters. 60 students utilized a one-on-one interpreter.



Audiological Services

Audiology serves more students throughout the State of Utah than any other department at USDB. Services include evaluating the hearing of students from birth to age 22, troubleshooting hearing aids and cochlear implants, placing and monitoring assistive listening devices in classrooms (formerly known as FM Systems), and providing regular follow-up to students with these devices. Not all students evaluated for a hearing loss will require more services from USDB.

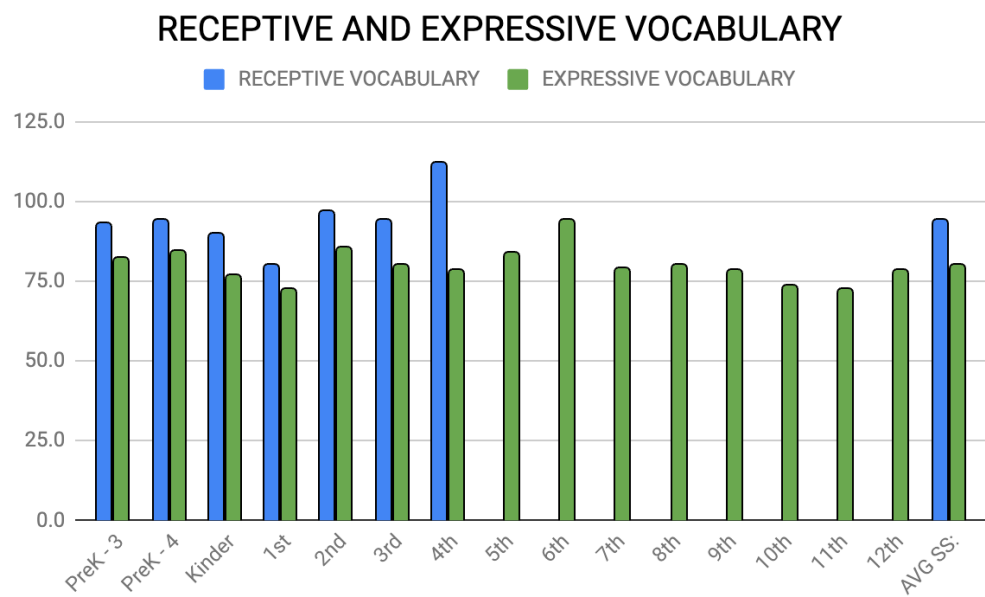


School-Age Vocabulary Growth

Expressive and receptive language vocabulary for each child is measured to determine language growth. Other aspects of language are measured individually with informal measures that assist in deriving individual language outcomes and vary from student to student based on need, age, and communication modality. Because of the diversity of these assessment tools, they will not be reported here. Some standardized measures included the *Oral and Written Language Scales (OWLS)*, *Preschool Language Scales - 5th edition (PLS-5)*, *Preschool-Clinical Evaluation of Language Fundamentals (CELF-P)*, *Visual Communication and Sign Language (VCSL)*, *Bracken and Peabody Picture Vocabulary Test (PPVT)*. Informal measures include ASL Developmental Rubrics, the *MacArthur Communication Development Inventory: Words, Gestures, and Sentences*, *SKI-HI Language Development Scale* and *Cottage Acquisition Scales for Listening, Language and Speech (CASLLS)*, and the *Teacher Assessment of Spoken Language (TASL)*. These measures denote student growth and assist teachers in writing specific goals for each child.



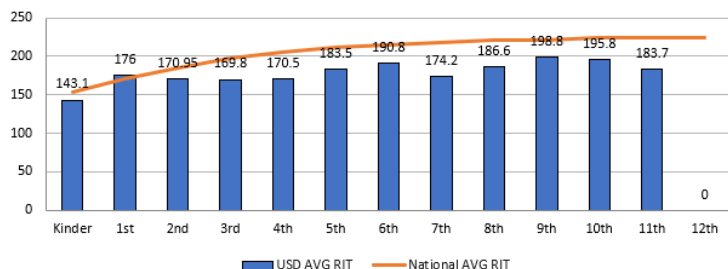
The following chart illustrates the receptive and expressive vocabulary abilities of the deaf and hard of hearing students on the campus programs. The assessment tools were the *Receptive One-Word Picture Vocabulary Test (ROWPVT)* and the *Expressive One-Word Picture Vocabulary Test (EOWPVT)*. The average range for these tools is between 85 and 115. Student individual scores ranged from the lowest scores of <55 or untestable because the student has no measurable vocabulary to the high of 140 which is above average.



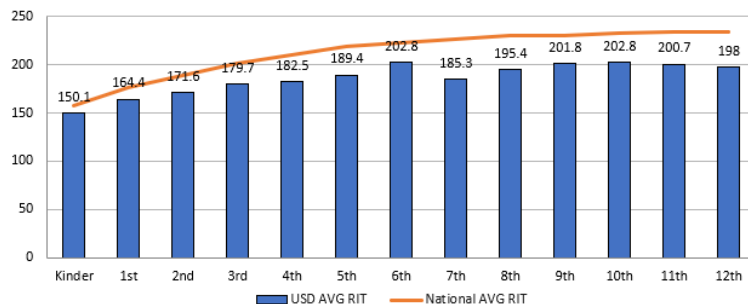
Academic Assessments for Deaf and Hard of Hearing Students

As with most schools for the deaf in the nation, the Utah School for the Deaf has been using the “*Measures of Academic Progress*” (MAP) assessments to monitor student growth. This assessment is administered each fall and spring to provide data for program improvement and instructional interventions. The charts below demonstrate student growth in reading, mathematics, language use, and science. As noted by trend lines, students made continual progress and growth in the areas of reading, math, language usage (writing), and science. *All of these results should be interpreted with caution since these results reflect extremely small numbers of <10 students per grade level.*

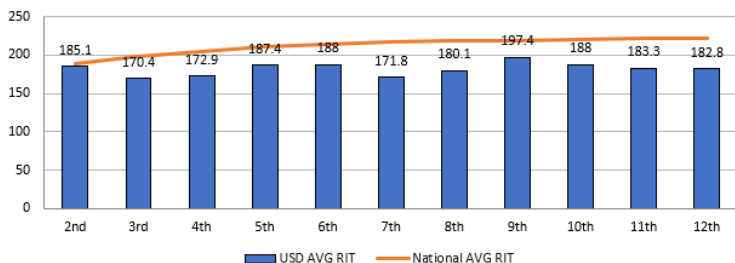
USD Reading Comparison to National Average



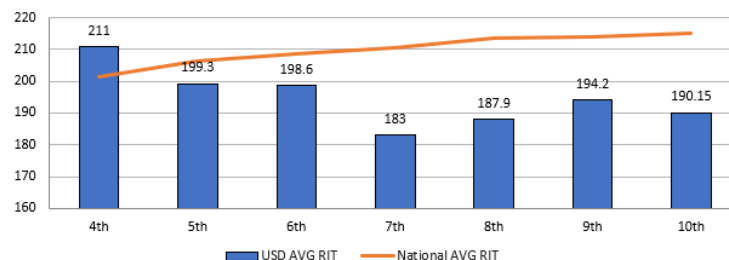
USD Mathematics Comparison to National Average



USD Language Use Comparison to National Average



USD Science Comparison to National Average



USD Extra Curricular Programs

Consistent with UCA [53E-8-407](#), Utah Schools for the Deaf offers a variety of activities through its extracurricular programs in addition to traditional school programs to enrich the lives of deaf and hard-of-hearing students across the State. This year the school for the deaf provided over **23** after-school activities, **39** summer camps, and **3** sports for deaf and hard-of-hearing students. Over **165** students participated in summer programming and **22** students participated in sporting events.

These programs are offered outside of regular school hours to help encourage and expose students to other activities and opportunities beyond the classroom. These programs are available to deaf and hard-of-hearing students of all ages across the State. These activities have included RIT Competitions in math and science, Robotics, high school sports (Volleyball, Football, Basketball, Cheer), Deaf Theatre Festival, Summer Camps, Drones, Academic Bowl, In-Country trips, Battle of the Books, Driver's Education, a Statewide Adventure to Philadelphia, a Study Abroad opportunity to India, and a myriad of after school activities.

Summer Camps are available to all students across the state of Utah with a hearing loss. We have multiple students who are not enrolled in a campus program but take advantage of these activities. Some of the camps offered were STEM camps, Desolation Rafting, Night at the Salt Lake Bees, Cooking, Ice Skating, and much more.

The School for the Deaf reinstated football after more than 50 years. This included games within the State and one against the Louisiana School for the Deaf. Students competed in the championship for a national drone competition in Jackson, Mississippi. The Middle School math team placed 4th out of 16 teams at the National Math Competition held in Rochester, New York. The USD theater students won first place in the annual National Deaf Theatre Festival hosted by USD, DeafWest Theatre, and NTID.

We have collaborated with DeafWest, Sunshine 2.0, local colleges and universities, Thanksgiving Point, the Sorenson Community Center of the Deaf and Hard of Hearing, and several businesses in the community. These partnerships are vital to provide robust programming for our students that enhances the learning experiences of our students.

Revenue for enrichment programs and activities is generated from the management and sale of deaf and blind institutional trust lands and is distributed to USDB in accordance with the laws of the State of Utah. These funds are available to any deaf, hard of hearing, blind, low vision, and deafblind students across the State, regardless of the child's affiliation with USDB. No taxpayer funds are used for these activities.



4. School for the Blind (USB)

“A loss of sight, never a loss of vision”

Camp Ability Founder - Laura Lieberman



The Utah School for the Blind (USB) offers intensive vision services, instruction, strategies, and the Expanded Core Curriculum along with numerous programs and activities for students and families. These services are provided for infants/toddlers in a home environment, at one of our campus locations, or in a student's local school setting. Students in our campus or magnet classrooms (a USB classroom hosted by a local school) located in Ogden, Salt Lake, or Springville, receive services through an Individualized Education Program incorporating Utah Core Standards and the Expanded Core Curriculum. Student progress is measured by a variety of assessment tools specific to their programming needs.

Preparing students for academic success in a responsive, caring, and innovative environment is central to our mission at USB. We also focus on career and vocational readiness for our high school and post high students.



USB Early Childhood Division

The newly formed Early Childhood Division of the School for the Blind had a successful inaugural year. The division is comprised of the Parent-Infant Program for the Blind and Visually Impaired (PIPBVI), a home-based program serving children aged birth to 3, and the on-campus preschool program serving children aged 3 to 5. The Early Childhood Division allows for great communication in the 3-to-3 transition from Part C to Part B services. Additionally, the close proximity of these two programs allows for great collaboration between the PIPBVI providers and the preschool teachers who are all early childhood special educators. The Early Childhood Division has a unique focus on the vital first five years of learning.

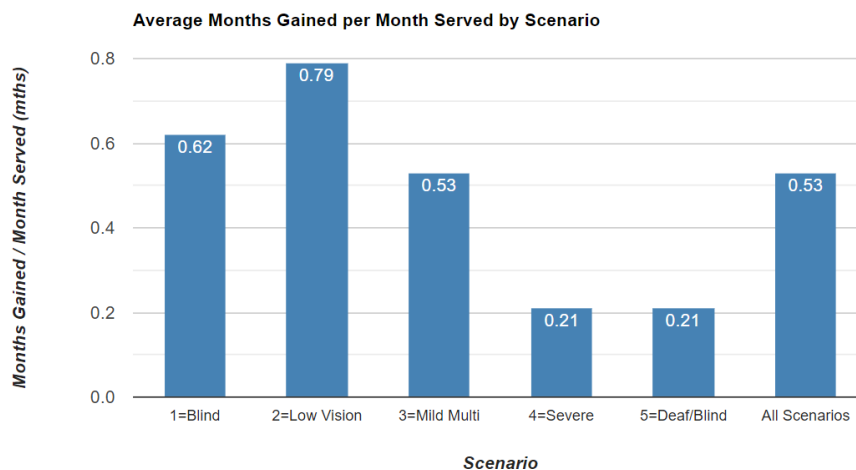
Parent Infant Program



Total Children Served – 584 which includes ongoing caseloads as well as new referrals
Starting July 1, 2022 with 252 children and receiving 332 new referrals

Of the 332 referrals 185 qualified for services.

Enrollment numbers fluctuate on a daily basis. The average daily enrollment last year was 248. Monthly enrollment reports indicate a steady increase in PIP BVI's daily enrollment. Our 16 Early Intervention Specialists stay busy with their caseloads year round and work hard to help children and families progress and achieve better outcomes.



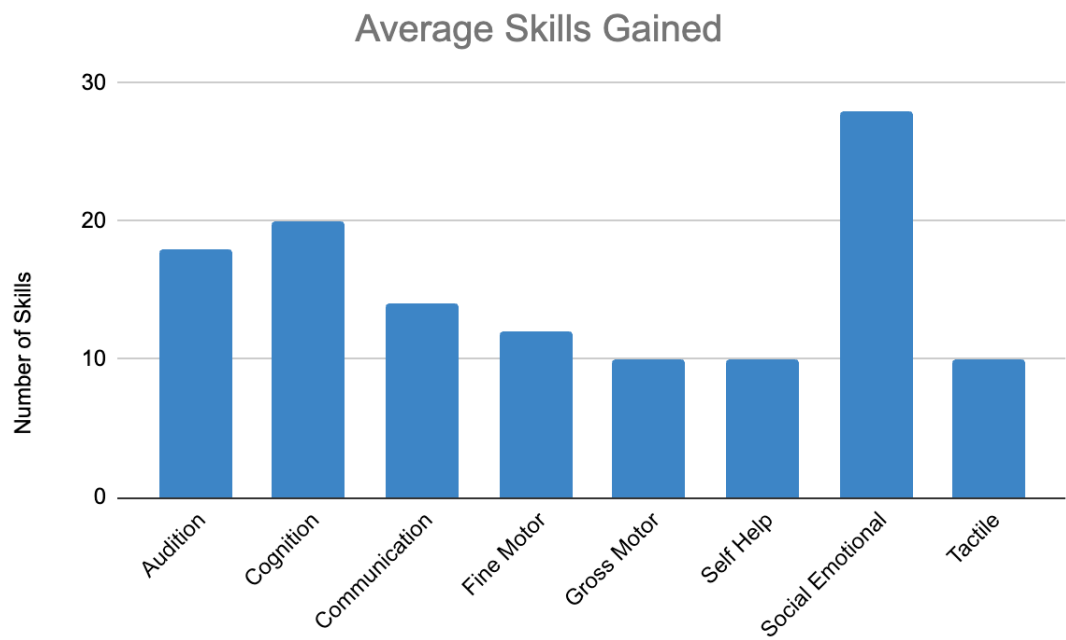
Preschool Program



Total Children Served – 23 students on 3 campuses

Preschool had a very happy, successful year! Three of the five preschool teachers have several years' experience in USB preschool programs and the other two are both seasoned teachers of the visually impaired who are also certified in early childhood special education. The year began with 20 children enrolled and ended with 23 children being served across all three campuses. Though there were some difficulties in hiring aides, the SENYA program was instrumental in helping us stay staffed, and PIPBVI providers, who are also early childhood special educators, helped out as needed. The year was filled with learning, laughter, and teamwork!

The following graph shows the actual skills gained averaged across all preschool students on all campuses.



Blind Campus Programs

"Our Vision Has No Limits"



28 Total Students (K-PH) - 15 Girls, 13 Boys

Our USB campus program, provides targeted learning experiences for students who require intensive daily services from a teacher of students with visual impairments (TSVIs), as outlined in their Individualized Education Plan. Instruction focuses on both academic and functional skills utilizing the Core, Essential Elements (for students with severe cognitive delays) and the Expanded Core Curriculum, which provides additional specialized instruction in nine targeted areas, such as braille, technology, orientation and mobility, sensory efficiency and more.

Through a variety of dynamic hands-on learning experiences, our programs and services are specially designed to provide meaningful and accurate connections to the world. Each child's strengths and weaknesses are carefully and continually assessed in order to develop individualized programs and instructional strategies necessary for each student to reach their highest potential. As a result, each student made progress on their Individualized Education Plans as seen in the data graphs below:

Academic Assessments



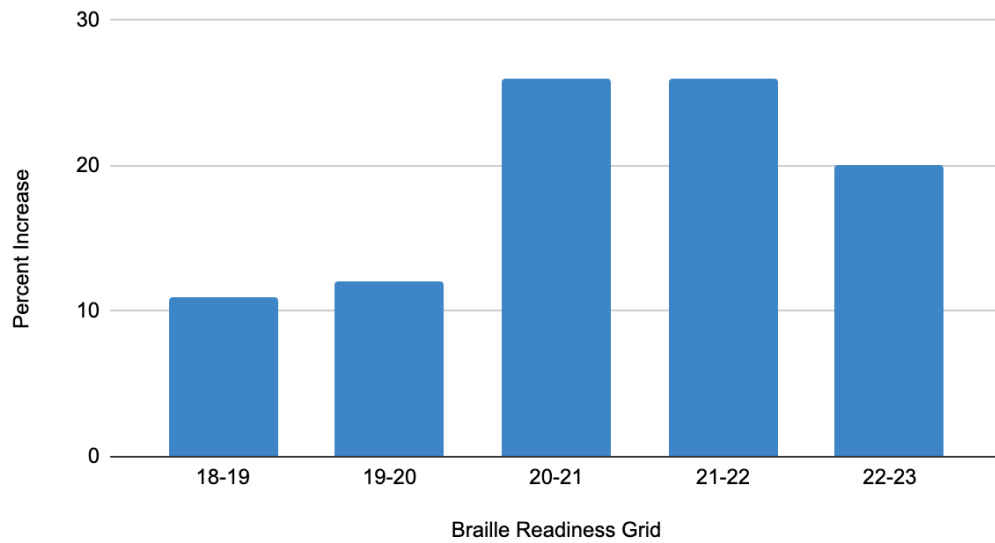
All grade levels at USB participate in pre and post-school assessments. Our Braille Readiness for our younger students reflects robust growth in skills that are necessary to be successful Braille readers.

For the 22-23 school year, USB's average growth percentage, based on fall-to-spring assessments, of the Unified English Braille Code (UEB) was 20% for braille reading. This growth percentage is on target with our braille goals. In addition, we have increased our focus on expanding our students' skills in assistive technology and in the college/employment transition process.

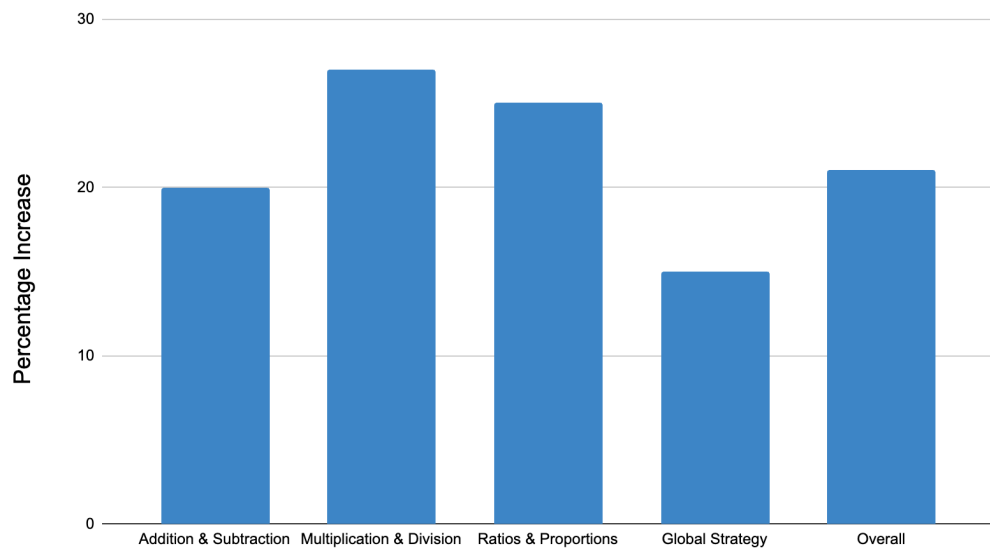
This is the first year we are assessing math competencies using the GloSS-Numeracy to identify grade levels and content. On average our students increased about 22% for the 22-23 school year, based on assessment data from fall

to spring.

Braille Reading and UEB Competencies



Math: Global Strategy Stage Assessment (GloSS New to the 22-23 sy)



Functional Assessments

Some USB campus students have significant cognitive disabilities in addition to a vision loss. Placement at USB requires the IEP team to consider the intense vision needs of these students and whether vision services can or cannot be provided through the student's Local Education Agency (LEA) and in the Least Restrictive Environment (LRE). If a USB placement is chosen by the IEP team, intensive vision services, modifications, and/or adaptations are embedded throughout the school day.

These students are continuously assessed to monitor progress with the most appropriate assessment tool. USB has adopted the Oregon Project, a comprehensive assessment designed for use with children birth to six who are blind or visually impaired. This year, our students made an overall 12% improvement in their developmental areas, which is just shy of the five-year average.



Access Technology Team (ATT)



The Access Technology Team is primarily based at the Utah School for the Blind Ogden Campus, serving students statewide. The team has seven members, each with various competencies specific to BVI education. Access Technology offers training, support, and development from low-tech materials including 3D printed models and PVC play gyms, to high-tech devices including braille note-takers, and screen reader technology.

High-Tech

During the 2022-23 school year, the high-tech team offered 22 comprehensive consultations to educators while maintaining an instructional caseload of 25 students. There were 134 requests from teachers for high-tech devices, and 73 helpdesk requests for device management. The high-tech team completed 406 hours of student & TSVI technology instruction.



Low-Tech

During the 2022-23 school year, the low-tech team produced 1,102 items in the Accessible Learning Materials Center (ALMC), using 3D printers, laser cutters, and other tactile-producing equipment.

USB Outreach Vision Services

“Leading with inclusivity to prepare students who have low vision for the highest degree of independence in the home, school, and community.”

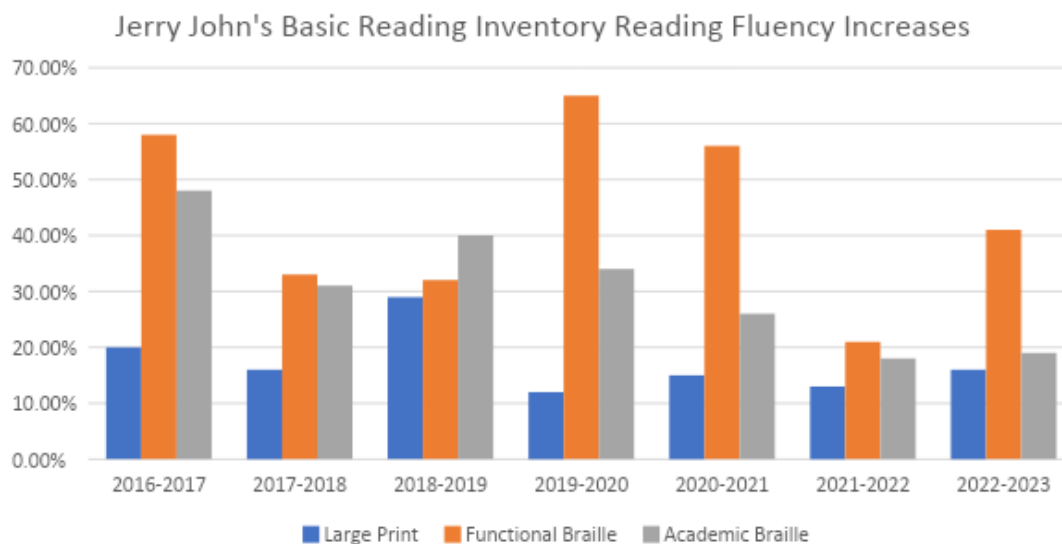


Total Students Served – 460 in 35 school districts and 40 charter schools

171 Students served Directly - 289 Students served via Consultation - 372 Students receiving O&M services

USDB Outreach Vision Services consists of 23 itinerant Teachers of Students with Vision Impairments (TSVIs) with two Educational Services Aides and 12 Orientation and Mobility Specialist (O&Ms), serving 460 students across the state of Utah. TSVIs work in various school districts and travel to provide one-on-one instruction to students who are blind or have low vision on lessons based on the Expanded Core Curriculum: the skills students who are blind and visually impaired need to access their education and environment. The O&Ms worked with students on cane traveling techniques to increase their independence while staying safe in the school and community.

The Jerry Johns is an informal reading assessment specifically adapted for blind/low-vision students. It provides a valid measurement of student reading grade level, fluency, and accuracy. The percentage increase is an increase from the students reading baseline in the fall.



Large Print Reading Fluency Increased 15.62%
Functional Braille Fluency Increased 40.70%
Academic Braille Fluency Increased 19.12%

Deafblind Services

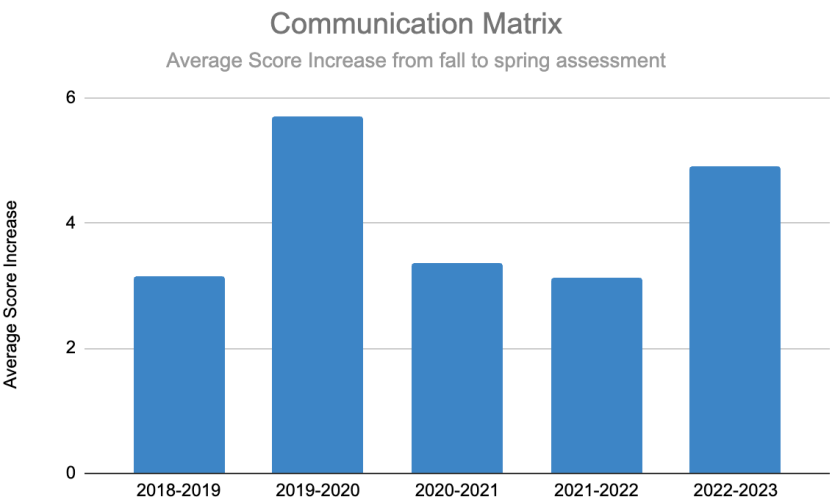
Deafblind Services provides support for children who have both vision and hearing loss. During the 2022-2023 school year, Deafblind Services provided IEP services to 141 children or students, ranging from birth to 22 years old.

Deafblind Services consists of 15 Teachers of the Deafblind (TDB) and, as of June 2023, 35 interveners. All children and students identified with concomitant hearing and vision loss receive services from a TDB. Intervenors work one-on-one with students to help provide access to information about the world around them. The student's IEP team determines intervener services.



There is no single assessment that is appropriate for all students with deafblindness, nor are there standardized tests. The most common assessment utilized is the *Communication Matrix*. Teachers of the Deafblind reported the Communication Matrix was applicable for 89 students. Of applicable students, 86% were assessed twice (fall quarter of 2022 and the Spring quarter of 2023.) The average score improvement was 4.9 points. Five students' scores were reported separately as they made extraordinary progress with an average point increase of 29 from Fall 2022 to Spring 2023.

Deafblind Services is committed to improving outcomes for children through up-to-date research-based practices, quality technical assistance, and collaboration. For more information on Deafblind Services visit www.usdb.org/programs/deaf-blind-services/.



USB Expanded Core Curriculum

Consistent with UCA [53E-8-407](#), USDB provides enrichment programs in addition to traditional school programs that enhance educational services for blind, low vision, and deafblind students in a variety of family-friendly environments. These programs provided opportunities, outside of scheduled day school hours, for students and families to hone skills specific to their sensory needs.

The Expanded Core Curriculum is a disability-specific curriculum designed specifically for students with visual impairment. It covers nine specialized domain areas in which students with visual impairments need explicit

instruction to master skills due to the fact that they are unable to learn these skills through incidental learning because of their visual impairment.

Following is a list of the activities that we planned and facilitated during the 2022-2023 school year:

- **Short-Term Program on Location** - These activities were offered and held in Logan, Tooele, and South Jordan for students ages 8 and older. Students learned skills to prepare a snack, reinforce spatial and directional skills, explore different personal hygiene products, and practice social interaction skills with peers.
- **Teen Escape** - These activities were offered and held monthly for students 13 and up. Students experienced different recreation and leisure activities in the community which reinforced orientation and mobility skills, self-determination skills, and social interaction skills.
- **Summer Camp Series** - We offered a range of summer camps for students of all ages.
 - Passports to Independence - This series was designed for our visually impaired students ages birth - 7. Students and parents joined us at various children's museums along the Wasatch Front and parents were provided specific strategies they can use to help their students access these museums.
 - Virtual Foods Camp - This series was designed for students 8 and older to learn specific cooking skills to prepare snacks and simple meals.
 - Family Camp - This camp was held at a ranch in Antimony, UT. Families of children with visual impairment of all ages participated in activities that allowed them to connect with other families in similar situations. The highlight of the event was the parent meeting where parents could share experiences, and advice, and learn from young adults with vision impairment.
 - CampAbilities - This series was designed for students 8 and older to explore various types of recreational activities and the specific accommodations they will need to advocate for in order to participate in these activities.



5. USDB 2021-22 Year-End Financial Reports

USDB's Financial Reports for Fiscal Year Ended June 30, 2023, will be published and included in USDB's Annual Report once the State of Utah has completed its Other Pension and Benefits calculation.